Continuous School Improvement Plan (CSIP)

Alki Elementary

2016 - 2018

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Alki Elementary BLT reviewed and approved the 2016-2017 CSIP on November 7, 2016.

Mission and Vision

Mission	Vision
The Alki school community works collaboratively to ensure that each student achieves academically, socially, and emotionally.	Teachers and staff at Alki provide challenging instruction that encourages children to explore their world and develop multiple solutions for complex problems. We offer rich, integrated learning experiences that offer a variety of ways for children to be engaged in the learning process. We cultivate citizenship, responsibility, and collaboration among students, staff, families and community members in order to provide a successful school experience for each child.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing **U**nderstanding **L**abeling **E**xpressing **R**egulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support	
Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.	The students at Alki Elementary live and breathe the "Alki Way." *Always be responsible, Let kindness be our guide, Keep yourself and others safe, Inspire respect and pride.* The students at Alki repeat this chant regularly and are proud to be students at Alki Elementary. Student strengths to build upon is their school pride, their excitement about learning, and strong support from families and our community. Our concerns about student learning are students who are not making adequate growth in mathematics in grades 3-5 and students needing high levels of social-emotional support and appropriate adult intervention. Data that supports these concerns are the following: -79 % of 3rd graders demonstrated proficiency in mathematics as measured by 2016 Smarter Balanced Assessment. -76% of 4th graders demonstrated proficiency in mathematics as measured by 2016 Smarter Balanced Assessment. -73% of 5th graders demonstrated proficiency in mathematics as measured by 2016 Smarter Balanced Assessment. -51% of students (3-5) responded favorably that "students in my class are focused on learning." As measured by spring 2016 student survey. -39% of students (3-5) responded favorably that "students in my school treat each other with respect." As measured by spring 2016 student survey. -50% of students (3-5) responded favorably that "adults notice is someone is bullied at school." As measured by spring 2016 student survey. In our 2015-2016 school year, Alki Elementary implemented targeted reading interventions that increased academic achievement for students. For this 2016-2017 school year, we would like to continue with this successful model for intervention and instead focus on mathematics. In addition, we know that when we take care of the "whole child" to include, social-emotional learning, it will lead to greater success in school and in life. We, Alki staff, have chosen to have a social-emotional focus for our school year that is aligned with the

	Seattle Public Schools' Strategies Plan and strategy for eliminating the opportunity gap, building positive relationships.
We will use research-based strategies that help targeted students.	At Alki, we address the needs of all children in our school. Advanced Learners (ALO) are supported through accelerated interventions delivered by an experienced hourly math instructor. This daily intervention in each of our classes (K-5) allows for our most highly qualified instructor to work with students with the greatest need. English Language Development students (ELD) are supported through push-in interventions and collaboration between our English Language Learners (ELL) teachers and general education teachers. ELD students will also be offered extended day tutoring opportunities afterschool. Students with Disabilities (SWD) are supported through individualized instruction by our Special Education teachers and instructional assistants in both push-in and small group instruction. SWD will also be offered extended day tutoring opportunities afterschool. Extended day opportunities at Alki include targeted reading intervention using Fountas and Pinnell, Leveled Literacy Intervention and targeted math intervention using Math in Focus Intervention Materials. All teachers at Alki work collaboratively to align work, share resources, and analyze data. This regular practice creates consistency for students throughout their school day and increases academic outcomes for students. Our work is aligned with Seattle Public Schools' Strategic Plan to ensure educational excellence and equity for every student and to eliminate the opportunity gap by implementing Multi-Tiered Systems of Support (MTSS) framework using formative practices (which is consistent with the district's Theory of Action). Once a month, teachers meet in grade level MTSS meetings to analyze data, reflect on best teaching practices, identify research based interventions, align and identify formative assessments to monitor student learning, and to collaborate around next steps. Data examined in these meetings include both academic and social-emotional data. The Alki MTSS Leadership team is responsible for the overall process, supporting grade level teams, and monitoring student learning throughout the year. In order to continue to strengthen our core instruction, teachers learn regularly from one another's expertise and are constantly furthering their practice through professional development opportunities. Once per month, teachers learn from one another in teacher led professional development aligned with our school's focus and goals for the year. In addition, teachers meet weekly in Professional Learning Communities to collaborate and align instructional practices.

Our school offers professional development that is high quality and ongoing.	Our professional development plan is collaboratively developed by Alki staff and is monitored and adjusted to respond to current data throughout the school year. After our November MTSS data meeting, teachers determined what professional development supports they would need to improve student outcomes this year. The Building Leadership Team then established a professional development calendar for the rest of the school year responding to those needs. Our professional development plan is organized into three categories building relationships, collaborating with others, and improving communications with students and families. Our focus content areas for this year are mathematics and social-emotional learning. Our road map of professional development for the year includes training on RULER (Anchors of Emotional Intelligence Curriculum), trauma-informed instruction, disproportionate discipline, MTSS, data driven PLCs, utilizing technology, differentiation strategies and best practices, Ross Greene's Collaborative & Proactive Solutions, GLAD and ELL effective strategies, Dr. Dweck's growth mindset, and family partnerships. This work in professional development improves instruction because it is ongoing and monitored throughout the school year. For example, our RULER (Anchors of Emotional Intelligence Curriculum) team does four professional development sessions over the course of the year and builds on the work from the previous session. Teachers and staff are held accountable and are constantly reflecting and improving their practice. In addition, our professional development, teacher's professional goals, school's goals, and principal's goals are all aligned to provide a through line of consistency and focus. Resources have been allocated to support this implantation of professional development through the use of aligning our budget to support paid extra time for staff to observe others and/or collaborate and implement information gained from professional development. In addition, one staff meeting a month and time during early-release days are reallocated toward learning in collaborative Professional Learning Communities. Funding has also been allocated toward literature and supplies needed to support professional development and implementation needs.
Our school will increase parent/family engagement.	At Alki, we involve and engage our families through our school website, monthly comprehensive newsletter in partnership with our Alki PTA (Parent Teacher Association), frequent school messenger updates, and classroom teachers engage their families through classroom websites and/or written newsletters. We at Alki value, encourage, and support volunteering and family engagement in school events and daily activities. Families are encouraged to join their student in their classrooms or to spend lunch or recess together. In addition to parent-teacher conferences, we host several school events in collaboration with our Alki PTA (Parent Teacher Association) to engage our school community. We at Alki believe that communication should be ongoing and a two-way conversation. We support these conversations by hosting monthly principal coffee talks, parent-teacher conferences, and school family events such as Curriculum Night. Most importantly, we actively listen to our students and families at Alki. We respond immediately and not only do

	we listen, we take action. We demonstrate through our actions that their voices are heard and that it matters. Our Alki staff work in partnership with our Alki PTA (Parent Teacher Association) and we are working collaboratively to increase family engagement. Our Spring 2016 Parent Survey had 20% of Alki families respond and the data indicated that only 48% of families feel the school has overcome cultural barriers between staff and families and 73% of feel that the school partners with families to improve the learning environment at school. In response to these survey results, we have applied for the National PTA School of Excellence and will be implementing a road map plan (given to us in December) with strategies and suggestions for improving our engagement throughout the 2016-2017 school year. Our PTA (Parent Teacher Association) has also changed their membership policy to include all families of Alki as honorary members of our PTA.
Our staff is involved in decision-making.	At Alki, we believe in shared leadership and work collaboratively in all areas of school-based decisions. Our entire School Improvement Plan was developed by work throughout the start of the school year and is aligned with staff's and principal's personal professional growth goals. According to our decision-making matrix, all stakeholders (to include students) are asked to share their input prior to any major decision being made. Our Building Leadership Team Members have assigned constituents to which they confer with regularly and bring their input to the monthly BLT(Building Leadership Team) meetings.
We will assist our students to meet standard.	Students who did not meet standard and/or adequate yearly growth were identified in the fall and strategies interventions have been put into place to support these students. These interventions include; teacher's providing differentiation and support within core instruction, hourly tutoring support, and intervention teachers taking advanced learning (ALO) students so classroom teachers can provide more support to students not meeting standard. If teachers or families have concerns about a student throughout the school year, the student is referred to the Student Intervention Team. The Student Intervention Team (which includes classroom teacher, student's family, school counselor, resource room teacher, school psychologist, principal) works collaboratively together to determine supports for the student. At least one member of each Student Intervention Team is also a member of our school's MTSS (Multi-Tiered System of Supports) team that is responsible for supporting school-wide systems and supporting core instruction. Once a month, teachers meet in grade level MTSS meetings to analyze data, reflect on best teaching practices, identify research based interventions, align and identify formative assessments to monitor student learning, and to collaborate around next steps. Data examined in these meetings include both academic and social-emotional data. The Alki MTSS Leadership team is responsible for the overall process, supporting grade level teams, and monitoring student learning throughout the year.

Retain high quality, highly effective, and highly qualified staff.	In efforts to support and retain our Alki teachers, we treat one another with professionalism and provide supports and resources for each individuals' desired professional growth. When teachers come to Alki, they join a community of leaders and learners. Each staff member at Alki jumps to help one another through any challenge and we persevere together with kindness and grace. It is because of this caring and supportive community that we retain such high quality and effective staff. We also utilize our Career Ladder teachers to support all teachers in the building, meeting the needs of each individual. Teachers also receive varying support from grade level PLCs and utilize support from other teacher leaders. Our teacher's experience varies from 2 through 30+ years of teaching experience. Our teachers also have a range of certifications and endorsements to include, content area endorsements, ELL (English Language Learners), Special Education, and National Board Certification.
How do we support the transitions of new students and families into our school?	At Alki Elementary, we work in partnership with our community preschool. In an effort to create alignment, we've established regular lines of communication and share curriculum and assessments used in our Kindergarten classes. To increase this communication and alignment, we will include our preschool teachers in our professional development opportunities throughout the year. In the spring, we will invite all local preschools to come to visit Kindergarten classes to support their transition. In supporting the transition of our 5th graders to middle school, our fifth graders visit our feeder middle school in the spring, Madison Middle School. In addition, a panel of Madison Middle School staff visit Alki and share expectations and answer questions about their upcoming middle school experience. In addition, 5th grade families attend Madison Middle School's Open House event. To support the transition of our students who receive special education services, our resource room teachers meet with the middle school representatives to prepare for each individual child's transition.
Our system of support assures our highly qualified staff are support students.	At Alki, we have committed to creating a system of support that assures our highly qualified staff are supporting the students with the greatest need. We have done this by using our math tutor and intervention teachers to work with our advanced learning (ALO) students, providing the classroom teacher more time to work with students with the greatest need. Nearly all of our intervention is push-in instructional support which doesn't remove students from their classroom. The pull-out intervention that is delivered is done so by individuals that are highly qualified with appropriate credentials and training.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	Basic Ed/WSS	$ 2,144, 343.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	$ 20,829.00	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	Self Help	$ 40,373.00	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant	$ 54,545.00	PTA funds to support programs within the building. Currently funding our half-time school counselor.
2016-2017	Combined Funds	Free & Reduced Lunch	$ 112,542.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	$ 48,594.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
22 students in grades 3-5 received a Level 1 score as measured by 2016 Spring SBA (Smarter Balanced Assessment) and MAP (Measures of Academic Progress) testing in mathematics.	• By June of 2017, all Level 1 students in grades 3-5 will receive a score of a Level 2 or higher in mathematics as measured by 2017 Spring SBA (Smarter Balanced Assessment) and/or adequate progress as per their IEP (Individualized Education Plan) goals. • To monitor progress throughout the school year, we will use classroom based assessments and winter interim mathematics SBA (Smarter Balanced Assessment) data.	Alki Elementary Community	June 2017

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Kindergarten: 0% of students were able to achieve a level 3 or 4 in their ability to create reasonable goals and communicate their goals through the use of data binders as assessed by student goal forms.	**Kindergarten:** By May 2017, 100 % of students will achieve level 3 or 4 in their ability to create reasonable goals and communicate their goals through the use of data binders as assessed by student goal forms.	Kindergarten Team	**K:** May 2017
Grade 1: 0% students were unable to solve 10 subtraction problems within 1-20 as measured by classroom based assessments.	**Grade 1**: By May 2017, 100% of students will be able to solve 10 subtraction problems within 1-20 as measured by classroom based assessments.	First Grade Team	**1:** May 2017
Grade 2: 20% of students are able to self-manage personal space within a 20-minute time period.	**Grade 2**: By May 2017, 90% of students will be able to self-manage personal space within a 20-minute time period.	Second Grade Team	**2**: May 2017
Grade 3: 0% of students met grade level standards for mastering equivalent fractions as measured by classroom based assessments.	**Grade 3:** By May 2017, at least 75% of all students will meet grade level standards for mastering equivalent fractions as measured by classroom based assessments.	Third Grade Team	**3**: May 2017
Grade 4: 19% of students feel positively about their learning mindset according	**Grade 4:** By May 2017, students will increase their positive mindset score from 19% to 74% as measured by student and parent surveys. By May 2017, at least 70% of students will meet grade level standards for math operations as measured by classroom based assessments.	Fourth Grade Team	**4**: May 2017

to student and parent surveys. 30% of students met grade level standards for math operations as measured by classroom based assessments. **Grade 5**: 80% of students received a positive score for self-esteem as measured by student and parent surveys.	**Grade 5**: 100% of students will receive a positive score for self-esteem as measured by student and parent surveys.	Fifth Grade Team	**5**: May 2017

Whole School Goal			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
The 2015-2016 MTSS team looked at K-5 student data (MAP (Measures of Academic Progress), SBA (Smarter Balanced Assessment), Classroom Based Assessments) and determined that students at Alki were not meeting the Common Core Standards for Operations and Algebraic Thinking.	By June 2017, all students at Alki (K-5) will meet or exceed the Common Core standards for Operations and Algebraic Thinking as measured by classroom based end of unit assessments. To monitor progress throughout the school year, we will use classroom based assessments, interim mathematics MAP (Measures of Academic Progress) and SBA (Smarter Balanced Assessment).	Alki Elementary Community	June 2017

School Culture Goal			
Problem of Student Learning	**What will success look like?** (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
51% of students in grades 3-5 feel that students in their class are focused on learning as measured by Spring 2016 Student Climate Survey.	By June of 2017, 75% of students in grades 3-5 feel that students in their class are focused on learning as measured by Spring 2017 Student Climate Survey. To monitor our progress throughout the school year, we will use classroom based assessments and winter interim student climate survey.	Alki Elementary Community	June 2017